***GRASPS Frame***

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| ***G***  Real-World **Goal** | Students will examine the classical civilization of Rome to gain understanding of how the spread of ideas, goods, and cultures influence society. |
| ***R***  A meaningful **role** for the student | Students will perform the role of an expert in the field of their choosing (historian, archeologist, linguist, clothing designer, architect, or any other approved field). The class, serving as a specialized team to open an ancient Roman time capsule will pull from the capsule one item in their field (of their own creation)and explain its significance to the time and the field as a whole in an attempt to justify its cultural significance. |
| ***A***  Authentic real-world (or simulated) **audience** | Students will present a time capsule item on which they are the expert to the rest of the 9th grade class, all of whom are presenting as experts in their field. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Students will explain and promote the artifact in their specified field in order to justify its selection for a new cultural exhibit in the Uffizi Gallery. |
| ***P***  Student-generated culminating **products** and **performances** | Students will create an artifact and provide requisite justification of its significant role to society. The students must determine their piece to have cultural significance based on criteria that it must cite a primary source, use research in their justification, and fully explain the resolution their artifact brought about. |
| ***S***  Consensus-driven performance **standards** for judging success | Students will be provided primary source material and text supported verbal instruction to gain understanding of the material. The students will be provided a rubric which includes topic selection, creation of artifact, and oral justification guidelines for the museum / time capsule project**.** |

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